



THE UNIVERSITY
of ADELAIDE

150 YEARS

Professional and Continuing Education

Explicit Teaching

Maximise every lesson's impact with our research-grounded micro-credential.



Plan with confidence. Support student learning. Boost academic outcomes.

Estimated time commitment 48 hours of learning
Duration Self-paced
Delivery mode Online
Start date Please refer to the website
Cost Free

Program overview

Want to make the most of the learning time in your classroom? Explicit teaching is an evidence-based approach to effectively teach new content. It is a student-focused practice that fosters understanding and develops independence in learning. In this course, you will explore evidence-based strategies you can use to plan, implement and assess explicit teaching sessions in a way that supports the needs of diverse cohorts of students.

We have engaged with the research and identified a multitude of practices that can help you design and deliver engaging and effective explicit teaching lessons to students with a range of learning needs. Throughout the course, you'll add a range of invaluable practices and other resources to your teaching toolkit. These include practices such as modelling, breaking down complex

tasks through chunking and how to check for understanding. You'll develop lesson plans grounded in explicit teaching methodologies, connect with other educators across Australia and leave ready to teach with increased precision, clarity and impact. With our flexible, self-paced design, you can also tailor your learning journey to fit your unique schedule and needs.

Key learnings

Our Explicit Teaching course is aligned to the Australian Professional Standards for Teachers at the highly accomplished level, with a focus on evidence-based strategies tailored for today's dynamic classrooms. You will explore the role of explicit teaching with the broader context of lesson and unit planning. Feedback strategies will be investigated, as will practices supporting explicit teaching in diverse classrooms. You'll also:

- explore and apply strategies to plan, implement, and assess explicit teaching sessions to improve student outcomes
- critically reflect on the application of different strategies in your context
- examine and refine your practice through an optional Action Research project
- connect with an active online community for discussion and reflection
- engage with, share and contribute to a repository of relevant teaching resources
- work toward a potential credit pathway for postgraduate study at the University of Adelaide.

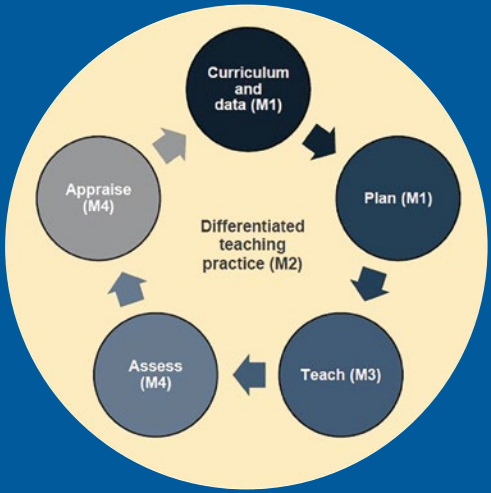
Is this course for me?

The micro-credentials are designed for Australian-based school-teachers (early years, primary and secondary), school leaders, other education professionals within the school setting and pre-service teachers.

How will I benefit?

This program will expand your understanding of explicit teaching and add to your repertoire of effective instructional strategies. You will feel prepared and confident to support learning through applying a structured approach to planning, implementing and assessing explicit teaching. You will also have access to a repository of resources to support you in preparing, delivering, assessing and providing feedback on learning in an explicit way. Completing this micro-credential can also count towards the annual 20-hour requirement for maintaining your teacher registration.

The structure of the modules is premised on the teaching cycle, as outlined in the diagram below:



How will my students benefit?

We know that learning happens most efficiently when teaching is clear, systematic and guided with intent. As you apply explicit teaching practices, your students will experience a more transparent, structured learning environment, fostering confidence in their own learning progress and achievements. Explicit teaching aligns with what we know about how students learn and can support them to link prior learning to new concepts. This results in increased student engagement, better understanding, and improved learning outcomes.

How will my organisation benefit?

With staff proficient in explicit teaching, your educational institution will be better positioned to deliver plan, implement and assess high-quality instruction curriculum. School leaders can use the micro-credential to support implementation of a whole-school approach to explicit teaching by encouraging their teachers to undertake the micro-credential together. The readings, tasks and strategies can form the basis for ongoing critical conversations of professional learning teams to share practice.

Background

In 2022, the Quality Initial Teacher Education Review suggested that short courses could help teachers to upskill, particularly in areas where they feel underprepared, such as managing classrooms, using explicit teaching strategies and teaching phonics. In response, the Australian Government has selected the University of Adelaide to develop evidence-based micro-credentials so that teachers in all stages of their careers can upskill in these areas of need with minimum disruption to their work capacity.

This program is funded by the Australian Government Department of Education.

Enrol today at ua.edu.au/microcredentials-teaching

Module 1

Planning for explicit teaching

- 1 The brain, learning and explicit teaching
- 2 Planning for explicit teaching
- 3 Knowing your students
- 4 Knowing the content and how to teach it
- 5 Designing an explicit teaching lesson
- 6 A whole-school approach to planning for explicit teaching

Module 2

Differentiating when teaching explicitly

- 1 Differentiation and explicit teaching
- 2 Gathering and using data
- 3 MTSS and flexible grouping
- 4 Effective use of support staff
- 5 Planning for differentiation
- 6 A whole-school approach to differentiating when teaching explicitly

Module 3

Implementing explicit teaching

- 1 Before teaching begins
- 2 Review prior learning
- 3 Present new learning
- 4 Guided practice
- 5 Purposeful practice and ongoing review of learning
- 6 A whole-school approach to implementing explicit teaching

Module 4

Assessment and feedback when teaching explicitly

- 1 Quality assessment and data literacy
- 2 Formative assessment and checking for understanding
- 3 Observation, noticing and effective feedback
- 4 Pre-assessment, student self-assessment, and summative assessment
- 5 Appraisal and reflective practice
- 6 A whole-school approach to assessment and feedback when teaching explicitly

See the website for further information on course content and learning outcomes.



Further enquiries

Professional and Continuing Education,
The University of Adelaide

SA 5005 Australia

phone +61 8 8313 3268

email pace@adelaide.edu.au

web adelaide.edu.au/pace

linkedin [linkedin.com/company/paceuoa](https://www.linkedin.com/company/paceuoa)

Disclaimer The information in this publication is current as at the date of printing and is subject to change. You can find updated information on our website at adelaide.edu.au. The University of Adelaide assumes no responsibility for the accuracy of information provided by third parties.

Australian University Provider Number PRV12105
CRICOS Provider Number 00123M

© The University of Adelaide
October 2024. Job no. 7597

Kurna acknowledgement

We acknowledge and pay our respects to the Kurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide's campuses at North Terrace, Waite, and Roseworthy are built. We acknowledge the deep feelings of attachment and relationship of the Kurna people to country and we respect and value their past, present and ongoing connection to the land and cultural beliefs. The University continues to develop respectful and reciprocal relationships with all Indigenous peoples in Australia, and with other Indigenous peoples throughout the world.